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ABSTRACT

In 1988, College of DuPage initiated a project to give direction to the college. A Futures Committee was formed and charged to identify the college's strengths and emerging opportunities, develop a vision statement on what the college should become by the turn of the century, determine whether the American Association of Community and Junior Colleges' recommendations were appropriate for College of DuPage, examine the college mission and purpose, and make recommendations for implementing the vision statement. The vision statement foresees "a future in which the quality of life is rich, and the sense of community is strong." It expresses the college's commitment to offer educational opportunities for the underprepared and disadvantaged as well as the academically gifted; maintain a strong faculty development program; seek partnerships with the business, scientific, political, and educational communities; and initiate a leadership development program for community groups and agencies. Additional goals set forth in the vision statement include: provide a program of fine and performing arts; increase awareness of district, state, national and international issues; serve as a catalyst to address community issues; provide leadership to protect the environment; and continually examine programs and services to maintain a commitment to excellence. This document sets the stage for a variety of activities that will move College of DuPage toward its vision of the future. Appendixes provide additional detail about the Futures Committee and its activities. (ALB)

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Summary Report

TOWARD THE 21ST CENTURY: A VISION FOR COLLEGE OF DUPAGE

By
The Futures Committee

April, 1989

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JC 890 219

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Abstract

The college embarked upon a project to give future direction to the college. A Futures Committee was formed and given a five-point charge:

1. *Identify the college's strengths and emerging opportunities.*
2. *Develop a vision statement on what the college should become by the turn of the century.*
3. *Determine whether AACJC's "Future of Community College's Recommendations" are appropriate for College of DuPage.*
4. *Examine the college mission and purpose and make any needed recommendations for changes.*
5. *Make vision implementation recommendations.*

A successful process was developed to enable the Committee to complete its charge. New insights were gained, established beliefs were confirmed, and a spirit of contribution toward a greater whole emerged. This document sets the stage for a variety of implementation activities which will move College of DuPage toward its vision of the future.

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TOWARD THE 21ST CENTURY: A VISION STATEMENT

We envision a future in which the quality of life is rich, and the sense of community is strong. While reaffirming our pledge to maintain excellence in our primary objective--the education and development of those we serve-- we concurrently accept the challenge to seek unexplored paths which may help prepare our community for the challenges of the next century. We dedicate ourselves to educating and empowering more responsible citizens, promoting a better quality of life for residents of our district, and providing leadership in protecting our natural and human resources.

To progress from vision to reality, College of DuPage must, within the limitations of its resources:

- Offer educational opportunities which provide information and skills essential for meeting the diverse needs of living in the global community of the 21st century.
- Offer educational opportunities for the underprepared, disadvantaged, academically talented, and at-risk student populations.
- Maintain a strong faculty development program which includes selecting excellent faculty and utilizing a cadre of master teachers to strengthen the art and craft of teaching.
- Seek partnership with and provide educational services and resources to the business, scientific, political, service, and educational communities.
- Develop and offer a leadership development program for community organizations, agencies, and individuals.
- Provide a program of fine and performing arts.
- Increase awareness of district, state, national, and international issues.
- Serve as a catalyst to address issues which affect the quality of life in our community.
- Provide leadership to promote stewardship of the environment.
- Continually examine its programs and services to maintain its commitment to excellence and its capacity to respond to the future.

FUTURES COMMITTEE

Chairman (non-voting)

Ronald D. Lemme, Vice President, Planning and Information

Ad-Hoc (non-voting)

Harold D. McAninch, President
Gary A. Rice, Director, Research and Planning
James E. Rowoldt, Chairman, Board of Trustees

Board of Trustees

Ronald E. Keener, Member, Board of Trustees
Diane K. Landry, Vice Chairman, Board of Trustees

Administrators

Charles D. Erickson, Chairman, Administrative Council; Director of Admissions/Records/Registration, Planning and Information
Bernard Fradkin, Dean, Learning Resources Center
Eugene G. Hallongren, Dean, Academic Alternatives
Betsy R. Cabatit-Segal, Associate Dean/Associate Professor, Health and Public Services

Full-Time Faculty

Cheri K. Erdman, Associate Professor/Counselor, Central Campus Counseling
Roy R. Grundy, Chairman, Faculty Senate; Professor of Business/Management/Marketing, Business and Services
Frederich H. Hombach, Professor of Philosophy/Religious Studies, Humanities
Ernest R. LeDuc, Professor, Instructional Alternatives, Academic Alternatives
Barbara H. Lemme, Professor of Psychology/Coordinator of Honors Program, Social & Behavioral Sciences
Michael K. Ward, Associate Professor/Coordinator of CAD/CAM/Technology
August J. Zarcone, Associate Professor of Mathematics, Natural Sciences

Part-Time Faculty

Diane M. Kompara, Sociology, Social & Behavioral Sciences

Classified Staff

Arlene Denando, Secretary to Vice President of Administrative Affairs
Charles C. Nowak, Chairman, Classified Personnel Association; Program Manager, Economic Development Center, Business and Professional Institute
Elizabeth Ann Richards, Articulation Coordinator, Central Campus Counseling

Students

Sandra M. Krones, President, Student Government
Ellen M. Jamieson, Student

Community

Lester W. Brann, Jr., President, Illinois State Chamber of Commerce
Jack T. Knuepfer, Chairman, DuPage County Board

Secretary

Valerie Archer, Planning and Information

TOWARD THE 21ST CENTURY: A VISION FOR COLLEGE OF DUPAGE

Introduction

During the early fall of 1988, several events came together which have set the stage for College of DuPage to step boldly into the 21st century as an educational leader for District 502 and beyond. First, the college had just celebrated its 20th anniversary with its enrollment growing from 2,619 to 31,040 in those two decades. This latest enrollment made it the 25th largest two-year college (both single and multi-campus) in the United States. As the college reminisced, the realization emerged that enrollment growth was accommodated more as a result of response flexibility and a highly competent, caring staff than by calculated design. When a college is small and growing, this strategy usually is sufficient if essential resources are available. The college is now reaching a stage of maturity, even though still growing at an accelerating rate, in which it needs to anticipate its destiny and construct its future rather than react to its past.

Event two was the publication of a document by the American Association of Community and Junior Colleges entitled "Building Communities: A Vision for a New Century." The product of a blue-ribbon commission on the future of community colleges, it contained 63 recommendations as guidelines for a college to employ in assessing its contribution to two-year college education in America.

Event three was the development and introduction of strategic planning into college governance. While this has been going on for some time in the private and corporate sector and some universities, it is quite rare in community colleges. College of DuPage has begun to do environmental scanning, develop a strategic data base and integrate such information into its tactical and operational planning processes.

As significant as these three events were by themselves, one more essential component was required: a catalyst to instigate action designed to allow College of DuPage to capitalize on the combined opportunities. Such a catalyst was President H. D. McAninch, who marshalled the college resources and charged them with charting a desired course to the future.

The Chinese symbol means "dangerous opportunity" and that is what the president recognized in this situation. Every true opportunity is accompanied by risk and, as will be seen later in describing the process, the president took significant risk in opening up his office to an uncertain process and results. The outcomes will speak for themselves.

CHRONOLOGY OF EVENTS AND OBSERVATIONS

Perhaps the best way to convey the impact this experience has had upon the college and its staff to date is to present a brief synopsis of scheduled and unscheduled events in the process accompanied by some observations. Some things worked and some did not; both will be cited so others can profit from C.O.D's experience. As often happens in projects of this nature, the processes people go through and the ways in which they are influenced are more important than a tangible document which is produced at the end. However, in this case, the best of both worlds was attained. Not only were the intended outcomes (stated as charges to the Futures Committee) attained, but there were some significant positive, but unintended, by-products.

1. Setting the Stage

Once the AACJC report was in the president's hands and he and his Cabinet had decided a future vision needed to be formulated, several stage-setting activities were initiated. First, he made the project a major discussion topic at the fall administrators' retreat. At that time he conveyed his sincere commitment to the project and solicited the input and support of the administrators as the process unfolded.

Second, the president used his welcoming address to the faculty to acquaint them with the existence of the AACJC report and his desire to have the college construct its future vision as well as determine goodness of fit with the AACJC recommendations. He again conveyed his commitment, the priority he placed on such a project, and encouraged interested faculty to submit their name for possible appointment to a Futures Committee which was about to be formed. (Appendix A is a copy of the president's memo regarding the Futures Committee.)

The main speaker at the orientation was Dr. David Pierce, head of the ICCB and member of the National AACJC Commission that created the "Building Communities" report. His remarks helped set the stage for staff involvement by stressing the national imperative and College of DuPage's leadership role in such a project.

The final stage-setting activity was to employ an outside consultant to perform several important functions. He would (1) provide/advise on the soundness of anticipated strategies, (2) facilitate activities during two anticipated Futures Committee retreats, and (3) serve as a link between theory and practice. Dr. Robert Cope from the University of Washington was selected.

2. Creating the College of DuPage Futures Committee

Over 70 staff members answered the president's call to serve on the College of DuPage Futures Committee. Making sure there was representation throughout all college con-

stituents, the Cabinet selected the committee. A listing of the membership and the constituents they represent appears in the front of this summary. At the first organizational meeting, the committee reviewed its five-point charge from the president, who was also in attendance:

a) Identify the college's strengths and emerging opportunities.

b) Develop a vision statement on what the college should become by the turn of the century.

c) Determine whether AACJC's Future of Community College's recommendations for College of DuPage are appropriate.

d) Examine the college's mission and purpose and, if needed, make recommendations for changes.

e) Make recommendations consistent with the vision statement for implementation activities.

The committee discussed its role and function (Appendix B), activities (Appendix C), and meeting schedule (Appendix D). During the first part of the project, the emphasis would be upon data gathering; the committee would then assume a more active role in constructing the vision.

The committee was subdivided into six teams. Three were to form discussion groups to identify salient institutional strengths. Each member would convene a separate discussion group to obtain the widest possible input. The other three teams, using the same process, were to concentrate on determining emerging opportunities in the college's environment.

3. Conducting a Hearing on AACJC Recommendations

While the committee members were organizing their individual discussion groups, they met as a whole to hear testimony regarding College of DuPage's efforts related to each of the 63 AACJC recommendations. After the hearing, they utilized a rating form to assess the extent to which the college was addressing each recommendation.

4. Conducting an Environmental Scanning Workshop

As part of the data gathering process, the committee sought input about four areas of the current/future environment: (1) Demographics/Land Use, (2) Business/Industry, (3) Government, and (4) Education. The workshop to obtain this information also spawned the idea of taking advantage of special interest group meetings to solicit their ideas of college strengths, external opportunities, and vision of the college future. Such groups included the College of DuPage Board of Trustees, College of DuPage alumni, and business leaders at an Economic Development breakfast.

5. Creating an Initial Vision

The vision-creating process began at an off-campus day retreat. The three-person teams consolidated input from the discussion groups each individual had formed and presented it to the whole committee. After questions and clarifications were completed, each team

was asked to write a first draft vision statement along with bullet initiative statements which would indicate how the vision would be realized. Once the six team vision statements were discussed among the entire committee, each group was asked to re-convene their discussion groups to share and seek additional input. Each individual was also asked to prepare a vision statement for the next retreat.

This part of the process initiated a shift in thinking at two levels. At the individual level the movement was away from passive receipt of data and feelings of security to a more active distillation, synthesis, and projection to the unknown. Such thought is harder work and more uncomfortable due to the uncertainty. At the collective committee level there was a blending and sharing of visions which began to give the committee a life of its own. This process had an outward appearance of "muddling through" at this point but the very unstructured nature is what was needed to allow ideas to germinate and rise to the surface.

6. Creating the Final Vision

At a second retreat all vision statements were posted on the wall. Each person read all visions and voted for the two best. They also identified initiatives in other visions that should be retained. A subcommittee of three was formed to combine the best elements from the various visions into one statement which appears at the front of this summary. At this point the committee suggested a number of "quick start" activities for presidential consideration.

7. Completing the Committee Charge

Producing a vision statement of what the college should become by the turn of the century satisfied one of the five committee charges. A consolidated listing of institutional strengths and environmental opportunities (Appendix E) was prepared for use by the college staff in their planning. The current college mission was reviewed in light of the vision statement - there was no discord between them. The committee suggested a number of "quick start" activities for Presidential/Cabinet consideration.

Finally, a means of relating the college's level of contribution to each of the 63 AACJC recommendations to its importance to the institution was devised. The mathematically prioritized listing would suggest areas where institutional change was needed (Appendix F). It was found that change areas clustered broadly into two areas: bringing in the under-privileged and providing appropriate opportunities for faculty development. However, these "need to do" items must build upon the primary base of providing excellent education.

8. Outcomes and Implementation

At this point the Futures Committee had met the letter of its charge with a justifiable sense of satisfaction that it had accomplished something of significance. Accompanying such feelings were expressions of anxiety that the spirit which underwrote this effort not be lost.

Suggestions included the replication of this process on a mini-scale at the division level and using committee members in their leadership roles to promote the spirit and process by example. A significant outcome of this project was a renewal of faith in the participative process. Another awareness was that the college is not only doing the right things, it is also doing these things well. The president expressed his appreciation and commented that the work of the committee exemplified the community college philos-

ophy. Board Chairman Rowoldt has suggested that all future board workshop topics contain strategic planning/vision components in the presentations.

Another outcome was the demonstration that College of DuPage had "come of age" in its awareness of its identity and role within both higher education and the community. Instead of referring to itself as a "community college" the institution was viewed as a "college serving the community." The distinction is subtle but significant. The former is an institution striving to justify its existence as a social agency, while the latter is a quiet statement made by a college who knows who and what it is and is reaching beyond its own needs toward serving a greater good.

College of DuPage is now taking a series of steps to disseminate its vision to the staff and community. Procedures are also being developed and implemented this spring to integrate both the vision and spirit underlying it into the institutional planning process (Appendix G). The Cabinet is incorporating the results from the Futures Committee into the five-year institutional goals currently being established. The results from the Futures Committee will also be carried into the one-year institutional/area goal-setting process set for this fall. It is hoped this vision-setting process will influence daily decision-making, but a formal procedure will be carried out every four or five years to renew the spirit and reassess the future.

Appendix A. Memo from Dr. McAninch

TO: All Staff

FROM: H. D. McAninch

September 23, 1988

SUBJECT: Futures Committee

Over the past 20 years, we have come a long way together and are doing some wonderful things educationally for our students and citizens. We have an outstanding staff. An appropriate, comprehensive curriculum has been developed. We have built our campus and College of DuPage is recognized both locally and nationally as one of the country's outstanding community colleges. From any measure, it appears that we are doing an outstanding job.

Now, as we enter our next 20 years of service and look forward to the 21st century, it is time to take a look at our strengths and opportunities and create our collective vision for the future. As I discussed at this fall's orientation, there is an excellent vehicle available from the AACJC that can provide us that opportunity. Two years ago, the AACJC established a commission to look at the future of community colleges. Their report entitled "Building Communities: A Vision For The New Century" was released this spring. The report makes 63 recommendations that institutions can use in measuring themselves as to how well they are serving their community. They define community not as a region to be served but also as a climate to be created.

Looking at their recommendations, it is quite obvious that we are addressing some of these exceptionally well and some not so well. Either way, it is time to look at our mission and purpose in terms of the recommendations of the Futures Commission, study our strengths and opportunities, and formulate our vision for College of DuPage as we begin to move into the 21st century.

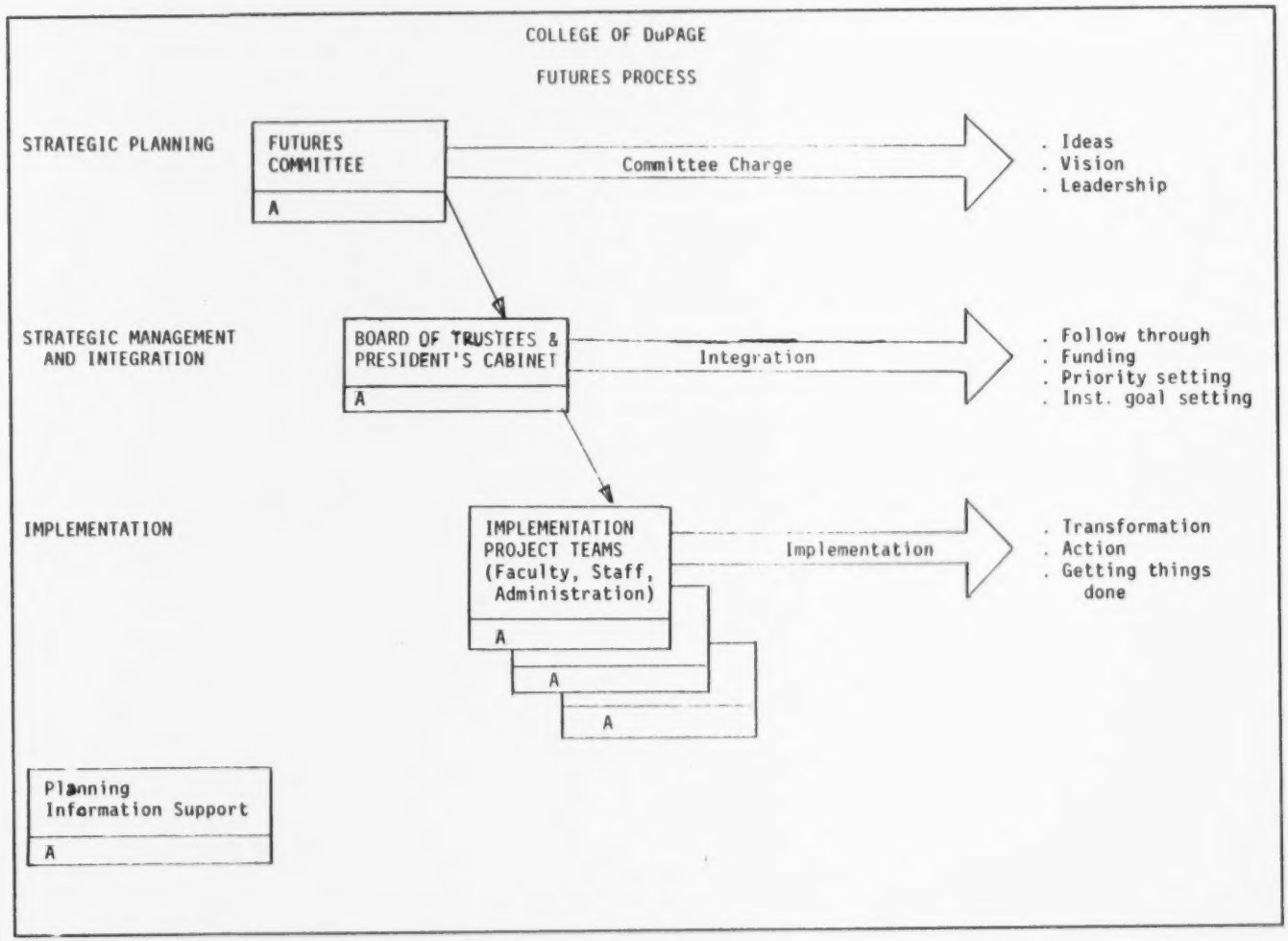
Therefore, I am appointing a Futures Committee, a blue ribbon committee on the future of the college, to develop goals in response to the Futures Commission's recommendations and, eventually, vision statements for our college. I would like volunteers to serve on this committee. The committee will consist of representatives from the total college--Board members, faculty, administrators, classified staff, students, as well as the community. Ron Lemme will chair the committee.

This is probably the most important task we will have before us in the next year because we will be dealing with ideas and vision, and these are what change the world. If our future is to develop as it should, we must relate to our area as a great community college dedicated to creating a sense of community with the citizens of our district. I invite you to become involved with this effort.

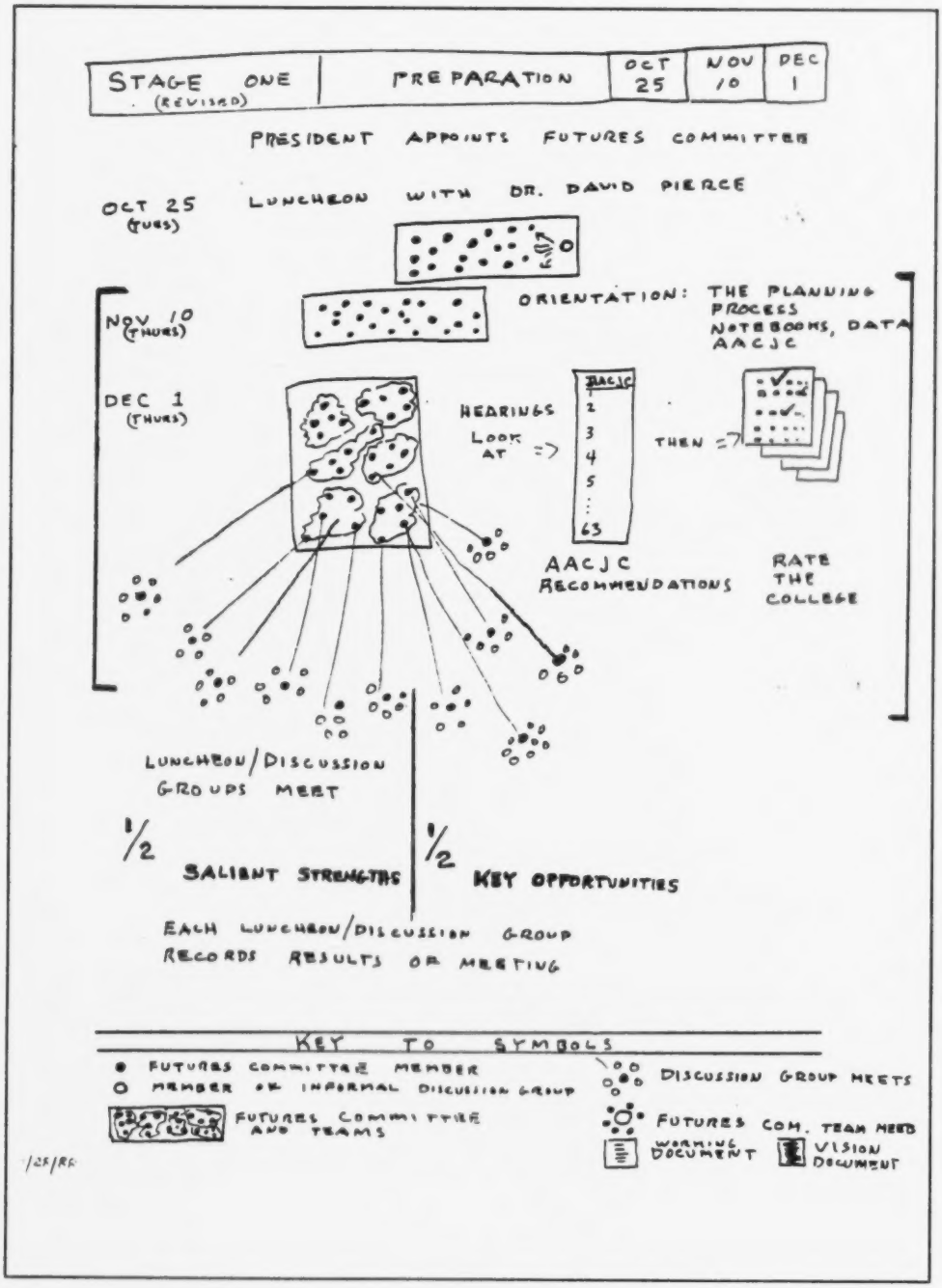
Please contact either Ron Lemme (ext. 2285) or me (ext. 2201) if you are interested in serving on this committee. Our job for the future is to build on the excellence already established. While some would say the future is unpredictable, with careful planning and a process allowing people to have a say about the future of their institution, we are better able to create, or at least prepare for, our next 20 years of service.

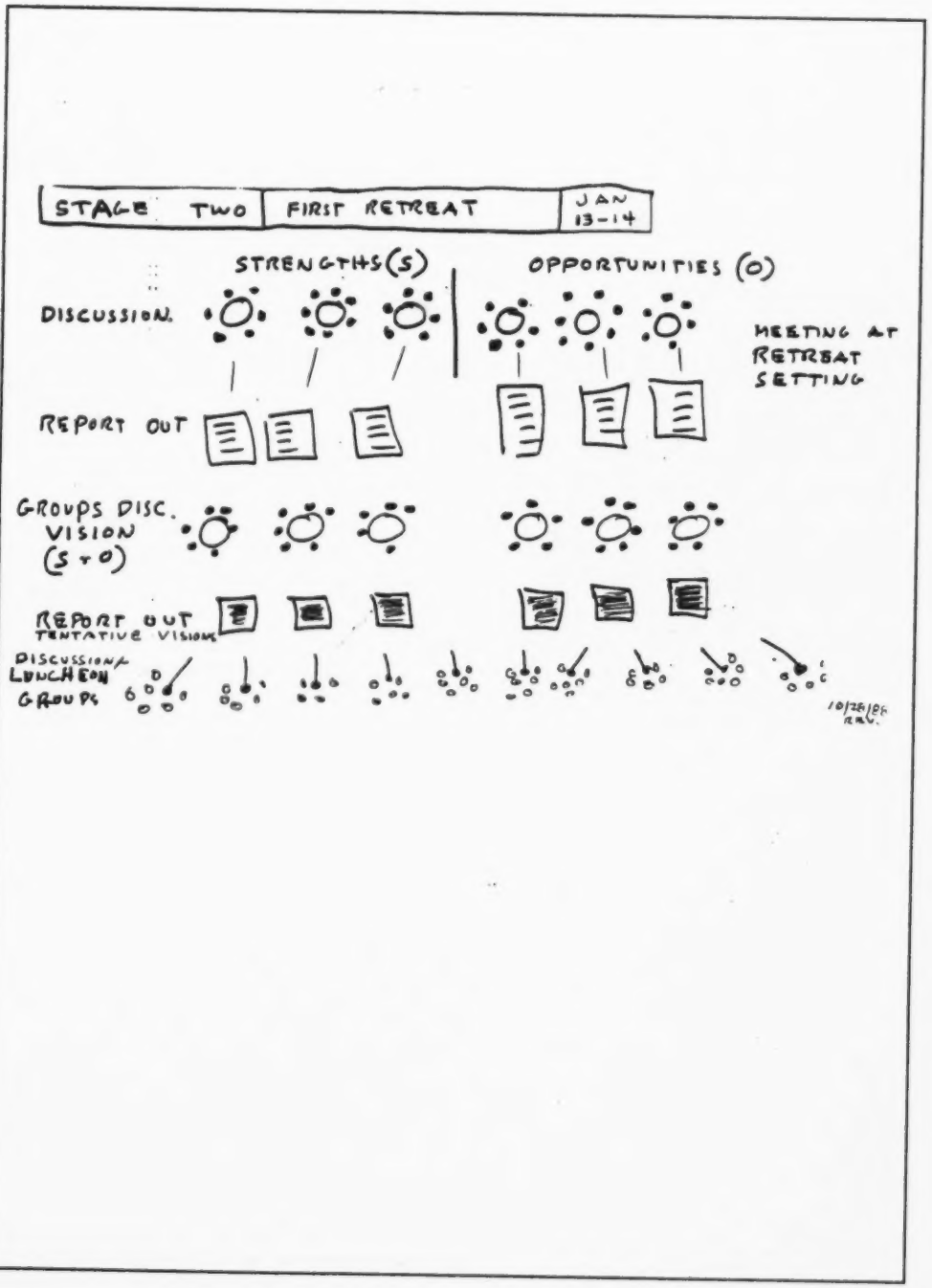
va

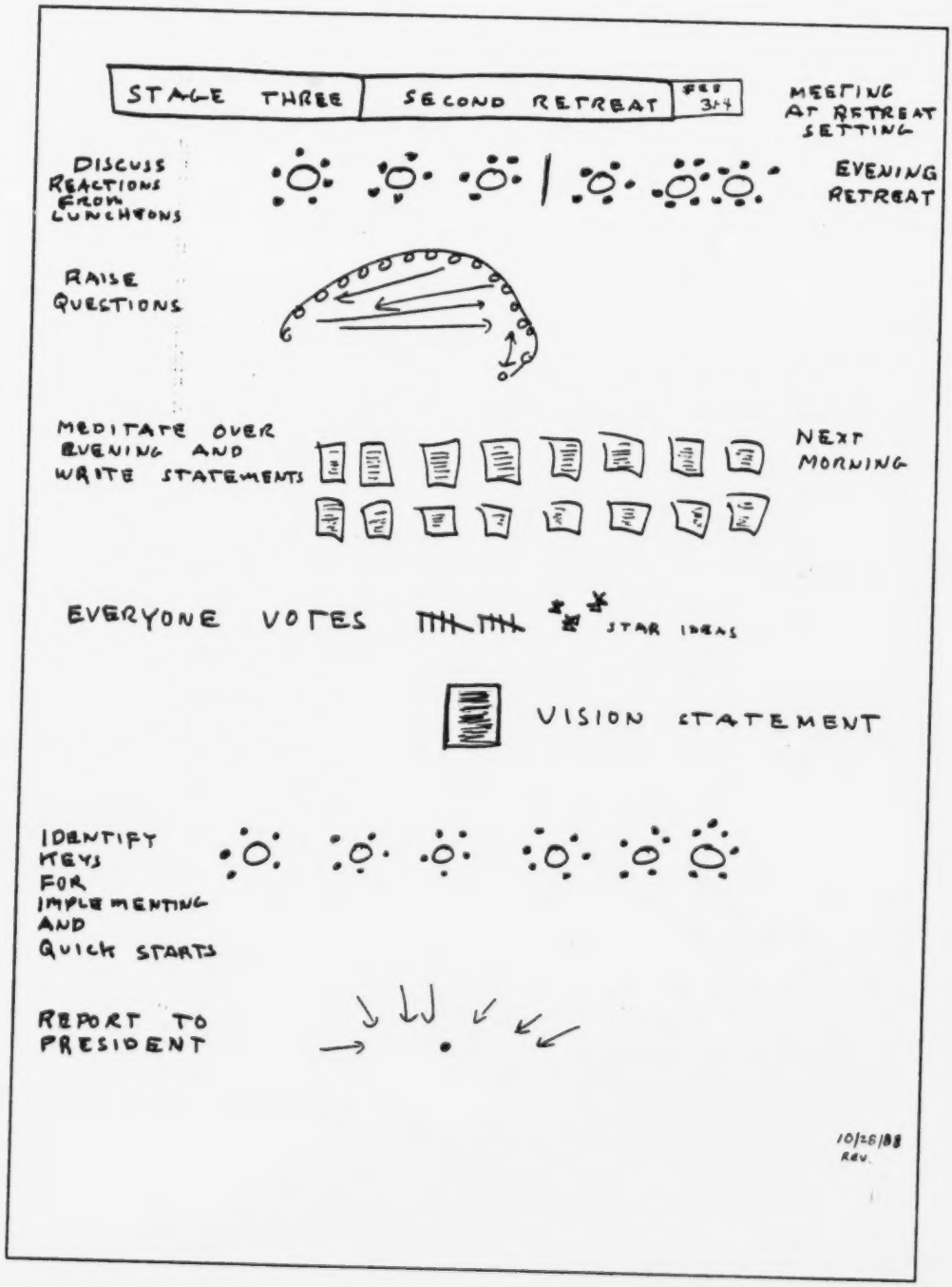
Appendix B. Futures Process


COLLEGE OF DuPAGE
FUTURES PROCESS
STRATEGIC PLANNING
FUTURES COMMITTEE
A
Committee Charge
. Ideas
. Vision
. Leadership
STRATEGIC MANAGEMENT AND INTEGRATION
BOARD OF TRUSTEES & PRESIDENT'S CABINET
A
Integration
. Follow through
. Funding
. Priority setting
. Inst. goal setting
IMPLEMENTATION
IMPLEMENTATION PROJECT TEAMS (Faculty, Staff, Administration)
A
A
A
Implementation
. Transformation
. Action
. Getting things done
Planning Information Support
A

Appendix C. Pictorial Representation of Activities


STAGE ONE (REVISED)
PREPARATION
OCT 25
NOV 10
DEC 1
PRESIDENT APPOINTS FUTURES COMMITTEE
OCT 25 (TUES)
LUNCHEON WITH DR. DAVID PIERCE
NOV 10 (THURS)
ORIENTATION: THE PLANNING PROCESS
NOTEBOOKS, DATA
AACJC
DEC 1 (THURS)
HEARINGS
LOOK AT =>
AACJC
2
3
4
5
63
THEN =>
AACJC RECOMMENDATIONS
RATE THE COLLEGE
LUNCHEON/DISCUSSION GROUPS MEET
1/2
SALIENT STRENGTHS
1/2
KEY OPPORTUNITIES
EACH LUNCHEON/DISCUSSION GROUP RECORDS RESULTS OF MEETING
KEY TO SYMBOLS
FUTURES COMMITTEE MEMBER
MEMBER OF INFORMAL DISCUSSION GROUP
FUTURES COMMITTEE AND TEAMS
DISCUSSION GROUP MEETS
FUTURES COM. TEAM NEED
WARNING DOCUMENT
VISION DOCUMENT
1/25/88


STAGE TWO
FIRST RETREAT
JAN 13-14
STRENGTHS (S)
OPPORTUNITIES (O)
DISCUSSION
MEETING AT RETREAT SETTING
REPORT OUT
GROUPS DISC. VISION (S + O)
REPORT OUT TENTATIVE VISIONS
DISCUSSION/LUNCHEON GROUPS
10/28/88 RAC


STAGE THREE
SECOND RETREAT
FEB 3,4
MEETING AT RETREAT SETTING
DISCUSS REACTIONS FROM LUNCHEONS
EVENING RETREAT
RAISE QUESTIONS
MEDITATE OVER EVENING AND WRITE STATEMENTS
NEXT MORNING
EVERYONE VOTES
STAR IDEAS
VISION STATEMENT
IDENTIFY KEYS FOR IMPLEMENTING AND QUICK STARTS
REPORT TO PRESIDENT
10/28/88 REV.

Appendix D. Meeting Schedule

FUTURES COMMITTEE

MEETING SCHEDULE

Luncheon

Tuesday, October 25, 1988	Luncheon with Dr. David Pierce

Meeting

Thursday, November 10 3:30 to 6:00 p.m. SRC 1024A	Organization/Review of AACJC Mission/Purpose Statements Background Material From Research and Planning

Hearings

Thursday, December 1 3:30 to 8:30 p.m. SRC 1030	Hearings on Major Categories From the Futures Commission Brief

Workshop

Thursday, January 5, 1989 3:30 to 6:30 p.m. SRC 1042B	Environmental Scanning Workshop

Discussion Group Activity

Retreat

Friday, January 13 1:30 to 5:30 p.m., Meeting 5:30 to 6:00 p.m., Social 6:00 to 8:00 p.m., Dinner Saturday, January 14 8 a.m. to noon Hilton Inn, Lisle	Strengths and Opportunities/Threats Preliminary/Tentative Vision

Economic Development Breakfast

Tuesday, January 17 7:30 to 9:00 a.m. OCC 128A	Input from Business Community on Strengths, Opportunities, Vision/ Direction

Discussion Group Activity

Alumni

Saturday, January 21
8:30 to 10:00 a.m.
SRC 1042A

Input from Alumni on Strengths, Opportunities, and Vision/ Direction

Board Workshop

Monday, January 23
5:00 to 6:00 p.m.
SRC 2085

Input from Board on Strengths, Opportunities, and Vision/ Direction

Retreat

Friday, February 10
1:00 to 6:30 p.m.
OCC 128A

Strengths and Opportunities/Threats
Preliminary/Tentative Vision

Discussion Group Activity

Meeting

Thursday, February 23
3:30 to 6:30 p.m.
SRC 1024A

Finalize Vision Statement
AACJC Futures Commission Recommendations Appropriate to College of DuPage
Mission and Purpose
Implementation Activities

Meeting

Thursday, March 16
3:30 to 6:30 p.m.
SRC 1024A

If Needed/Contingency

Appendix E. Institutional Strengths and Environmental Opportunities

INSTITUTIONAL STRENGTHS AND ENVIRONMENTAL OPPORTUNITIES

The following is a consolidated listing of institutional strengths and external opportunities brought out during the process of constructing a vision of College of DuPage's future. These strengths and opportunities provide a context for understanding the vision statement as well as increasing its implementation potential. The statements are not in any priority order nor are they represented as exhausting all possibilities.

Institutional Strengths	***External Opportunities***
The college:	The future:
•demonstrates sincere concern for students.	•District 502 demographics are changing.
•places primary emphasis on teaching	•college/business partnerships will likely expand.
•maintains a strong integration and cooperation with the community	•may include technological changes.
•has a stable proactive organization.	•will include internationalization of people's lives.
•has a diverse student population.	•population will have a need for an improved quality of life.
•promotes community outreach.	•should produce an expanding tax base.
•is creative, innovative, flexible, and adaptive.	•will likely change family needs.
•has an enthusiastic staff with high morale.	•may see an expanding population.
•offers diversified programs and services.	•population of District 502 should continue to place a high value on education.
•employs highly competent and dedicated full/part-time faculty, staff, and administration.	•life-long educational needs of District 502 should continue to expand.
•provides a broad range of excellent support services.	•desire of the community for improved cultural and recreational options will continue.
•has earned an exceptional local and national reputation and image.	•will bring an increased interest and concern for environmental quality by District 502 residents.
•demonstrates anticipatory leadership.	•should see an expansion of the high-tech corridor.

- receives significant community support.
- has a substantial financial resource base.
- is served by a competent dedicated Board of Trustees.
- has convenient class locations and growth potential.
- provides aesthetic facilities and a good learning environment.
- is affordable.
- offers a wide variety of alternative delivery systems.
- provides professional growth options for all employees.
- is responsive to diverse student and community needs.
- has established excellent articulation relationships with high schools and universities
- demonstrates a commitment to internationalizing its programs and services.
- is supported by talented citizen advisory groups.
- offers community services to all segments of District 502 (business, education, scientific, etc.)
- may reveal an increase in underserved groups.
- potential for expansion of DuPage airport may affect the district.
- relationships and linkages with two/four-year colleges should continue to develop.
- will see an increasing need for community debate on public issues.
- should offer the opportunity for College of DuPage to expand its leadership role among two-year colleges at both state and national levels.

Appendix F. Addressing the AACJC Recommendations

Addressing the AACJC Recommendations

A major charge of the Futures Committee was to determine if, and to what level, College of DuPage was addressing the 63 AACJC recommendations. Further, they were to establish the importance College of DuPage placed on each recommendation. After the accomplishment and importance values were determined, a weighted formula was devised to compute the institutional need to change (INC). The attached recommendations report the findings, and the following explanation will point out how the data is to be read.

Column 1 "Level of Accomplishment" values were determined by having a Futures subcommittee rate College of DuPage's Level of Accomplishment as Inadequate, Adequate, or Exemplary from the testimony they heard. These individual ratings were converted to a 5-point integer scale: 1 = Inadequate, 2 = Marginal Adequate, 3 = Adequate, 4 = Strong, and 5 = Exemplary. The closer the value approached 5, the more the college was considered to be doing an exemplary job in doing what the recommendation suggested. After discussion and some change, the report was approved by the Futures Committee.

Once the accomplishment level was determined, each committee member was asked to reread each recommendation and, on a 5-point scale, rate its importance to the college. The scale ranged from 1 = Not Important to 5 = Extremely Important. A composite Importance rating for each recommendation was computed and reported in Column 2. The closer the mean approached 5.0, the more important the committee felt it was that College of DuPage strive toward compliance. These means were based on N = 22.

Finally, there needed to be a relationship established between Level of Accomplishment and Importance. College of DuPage could be doing an exemplary job of addressing a recommendation which they considered to be very important. In that instance, there would be little or no need for institutional change. At the other end, College of DuPage could be doing an inadequate job on something considered very important or an exemplary job on something of little importance.

The weighted formula INC = {Importance + (6 - Assessment)}/2 was utilized and the composite ratio is Column 3. The scale goes from 1.0 = No Need to Change to 5.0 = Extremely Great Need to Change. The most important recommendations are 3.0 and above. However, a high recommendation does not necessarily mean it is the greatest need. For example, the two highest INC recommendations were produced because of low Level of Accomplishment ratings due to the specific wording of the recommendation. It is best to examine all items at 3.0 or above and look for common clustering rather than focus upon a single recommendation.

COLLEGE OF DuPAGE SELF-ASSESSMENT

Building Communities: A Vision For A New Century

Addressing the AACJC Recommendations

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
I. STUDENT AND FACULTY RECOMMENDATIONS			
Community colleges should...			
1. Vigorously reaffirm equality of opportunity as an essential goal.	5	4.6	2.8
2. Develop an outreach plan for disadvantaged students, specifically including an Early Identification Program with surrounding schools, focusing first on junior high school students.	2	3.3	3.7
3. Expand and improve outreach programs for adults, reaching such groups as displaced workers, single parents, and adults returning after military service.	3	3.6	2.8
4. Develop a first-year retention program with orientation for all full-time, part-time, and evening students. Such a program would include advising, an "early warning" system, career counseling, and mentoring arrangements.	3	4.0	3.5
5. Reduce, by 50 percent during the next decade, the number of students who fail to complete the program in which they are enrolled.	3	3.1	3.1
6. Bring together older and younger students and those from different ethnic and racial backgrounds to enrich learning.	5	3.5	2.2
7. Make a commitment to the recruitment and retention of top quality faculty and to the professional development of these colleagues.	5	4.7	2.9
8. Increase the percentage of faculty members who are Black, Hispanic, and Asian, by identifying future teachers from among minority students in high schools and community colleges; and making graduate fellowships available to minority students who plan to teach in community colleges.	1	2.6	3.8
9. Develop a faculty renewal plan, in consultation with the faculty, that includes campus workshops, faculty-led seminars, retreats, short-term leaves, and sabbaticals.	5	4.1	2.6

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
10. Set aside at least two percent of the instructional budget for professional development, providing small grants to faculty members to improve teaching through an Innovative Teachers' Fund.	5	3.7	2.3
11. Develop policies and programs for the selection, orientation, evaluation, and renewal of part-time faculty.	4	4.1	3.1
12. Avoid the unrestrained expansion of part-time faculty and assure that the majority of credits awarded are earned in classes taught by full-time faculty.	3	3.6	3.3
II. CURRICULUM RECOMMENDATIONS			
Community colleges should...			
13. Assess the reading, writing, and computational ability of all first-time community college students when they enroll.	3	4.0	3.5
14. Place students who are not well prepared in an intensive developmental education program.	3	4.1	3.6
15. Ensure that college students become proficient in the written and oral use of English, with all students completing a collegiate-level writing course.	4	4.3	3.1
16. Teach oral and written communication in every class, with student enrollment in the basic English course restricted to no more than 50 students, and writing labs scheduled in sufficient blocks of time so that students may receive individual tutoring.	3	3.9	3.4
17. Coordinate adult literacy programs as part of the public service mandate of the community college, urging that literacy responsibility be defined by statute at the state level.	5	3.5	2.3
18. Require that all associate degree students complete a core curriculum that provides historical perspective, an understanding of our social institutions, knowledge of science and technology, and an appreciation of the visual and performing arts.	5	4.1	2.6

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
19. Increase the impact of the core curriculum by presenting international perspectives in the curriculum, integrating the core into technical and career programs, and finding new ways to accomplish common learning goals for students enrolled in nondegree or part-time programs.	5	4.0	2.5
20. Join with schools in 2+2 or 2+1 arrangements in which technical studies programs begun in high school are completed in a community college.	3	3.6	3.3
21. Make experimental "inverted degree" models available in every state, through which specialized two-year programs would be followed by a general education sequence offered by a four-year institution.	5	2.6	1.8
22. Insist that faculty close the gap between the so-called "liberal" and "useful" arts and that special attention be given to the selection of technical education faculty and administrators to assure that they can develop up-to-date programs that integrate the core curriculum and technical education.	5	3.3	2.2
23. Insure the viability of the Associate of Applied Science Degree by giving attention to communication, computation, and problem-solving competencies in addition to technical education skills.	4	3.8	2.9
24. Develop a clear agreement among faculty, students, and administrators on what portions of the core curriculum are to be included in technical education programs.	5	3.8	2.4
25. Work with employers to develop a program of recurrent education to keep the workforce up-to-date and well-educated.	5	4.0	2.5
26. Introduce all students to the concept of lifelong learning as part of the college orientation.	5	4.1	2.6
27. Provide adult and continuing education programs that offer enrichment for citizens throughout their lives. Specifically, these programs need to draw upon the intellectual and cultural resources of the college; reflect both			

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
community college needs and the education traditions of the institution; and be coordinated with school, churches, and other groups to avoid unnecessary duplication.	5	4.1	2.6
28. Emphasize civic literacy for adult continuing education programs by focusing on government, public policy, and contemporary issues.	4	3.9	2.9
III. INSTRUCTION			
Community colleges should...			
29. Insist that good teaching is the hallmark of the community college movement, with students encouraged to be active, cooperative learners.	5	4.6	2.8
30. Restrict class size in core curriculum and development courses; and encourage all faculty to teach core classes and continually strengthen the literacy skills of their students.	5	4.0	2.5
31. Establish Distinguished Teaching Chairs or other appropriate recognitions for faculty who have demonstrated excellence in teaching.	5	3.6	2.3
32. Promote the role of the faculty member as classroom researcher--focusing evaluation on instruction and making a clear connection between what the teacher teaches and how students learn.	4	3.9	2.9
33. Develop a campus-wide plan for the use of computer technology in which educational and administrative applications are integrated.	5	3.5	2.3
34. Develop incentive programs for faculty who wish to adapt educational technology to classroom needs.	5	3.5	2.3
35. Establish a clearinghouse at the AACJC to identify educational software of special value.	NA	1.8	1.0
36. Use technology to continue to extend the campus, providing instruction to the workplace, to schools, and to other community organizations.	5	3.7	2.4
37. Explore new uses of technology to build a national network of community college educators who--through electronic networks, satellite classrooms and conferences--can transcend regionalism on consequential issues.	3	2.9	2.9

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
IV. COLLEGE CAMPUS RECOMMENDATIONS			
Community colleges should...			
38. Build community beyond the classroom by strengthening the traditions of the college as a community of learning and making a full range of support services available to all students, even on weekends and evenings.	5	4.2	2.6
39. Encourage counselors to work in close collaboration with faculty to build a learning community, with nonfaculty personnel also playing a strategic role in the building of community on campus.	5	4.1	2.6
40. Insist that separation based on age, race, or ethnicity is not permitted and encourage collaboration between students with different backgrounds.	4.	4.3	3.1
41. Coordinate international activities--perhaps in a single office--using foreign students as campus resources for enriching student and faculty knoweldge of other countries.	5	3.9	2.4
42. Encourage student participation in community service programs and ask students who participate to write about their experiences.	3	3.0	3.0
V. COMMUNITY PARTNERSHIP RECOMMENDATIONS			
Community colleges should...			
43. Organize school/college consortia, developing a plan for educational excellence, identifying at-risk youth in junior high school, providing enrichment programs that make it possible for such students to complete high school, and providing local high schools with information on the academic performance of their graduates who go to college.	1	3.2	4.1
44. Strengthen the transfer function of the community college with more students urged to consider a baccalaureate degree program, and special commitment made to increasing transfer rates among Blacks and Hispanics.	3	3.8	3.4

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
45. Insist on coherent two-year/four-year transfer arrangements in every state, including the coordination of academic calendars and common course numbering in general education sequences.	NA	3.0	1.0
46. Encourage decision makers to use community colleges as a major resource in promoting state or regional economic development.	5	4.0	2.5
47. Establish regional clearinghouses to keep track of emerging workforce needs in areas served by the community colleges.	4	3.0	2.5
48. Increase training partnerships and exchanges to provide continuing education opportunities for faculty and training/retraining for employers.	3	3.6	3.3
49. Carefully integrate alliances with employers into existing community college programs and interests.	5	3.6	2.3
VI. LEADERSHP RECOMMENDATIONS			
Community colleges should...			
50. Develop strong presidential leaders who are able to inspire colleagues and convey a larger education vision.	5	4.1	2.6
51. Collaborate with universities to prepare a new generation of community college presidents, with special effort given to increasing the number of women and minority leaders.	4	3.4	2.7
52. See the president as the foremost advocate for teaching and learning at the colleges.	5	4.3	2.6
53. Strengthen their governance by relying on a wide range of decision-making processes that include collective bargaining, faculty senates, effective committee structures, or other mechanisms.	5	3.7	2.4
54. Make substantive leadership development experiences available for faculty and administrators at each community college, with faculty leaders encouraged to more actively participate in these processes.	3	3.9	3.5

	(1) Level of Accompl.	(2) Import to College	(3) Instit. Need to Change
55. Strengthen the role of community college trustees by stressing their role in selecting an effective leader and defining and monitoring institutional goals, and by expanding the professional development of community college trustees.	3	4.0	3.5
56. Refuse to confuse the role of the board of trustees with the role of internal governance; faculty, staff, and student representatives should not be appointed or elected to boards as voting members.	5	4.3	2.6
57. Assure that state funding formulas fully acknowledge the nature of services provided to part-time students and the level of support required to serve unprepared students.	5	4.3	2.7
58. Urge corporations, private foundations, and philanthropies to remove policies that restrict or prohibit giving to community colleges.	4	3.9	2.9
59. Encourage business and industry to help underwrite start-up costs of technical programs in emerging and fast-changing technologies.	4	3.7	2.9
VII. ASSESSMENT RECOMMENDATIONS			
Community colleges should...			
60. Stress classroom evaluation as the central assessment activity of the college.	3	4.1	3.6
61. Develop a campus-wide assessment of institutional effectiveness with faculty and administrators involved in explicitly defining educational outcomes.	5	4.2	2.6
62. Insist that college-wide assessment measure student competence in literacy, general education, and an area of specialization.	3	3.9	3.5
63. Conduct periodic interviews or surveys of current students, graduates, and employers of graduates to help determine institutional effectiveness.	5	4.2	2.6

Appendix G. Institutional Planning Process

MEMORANDUM

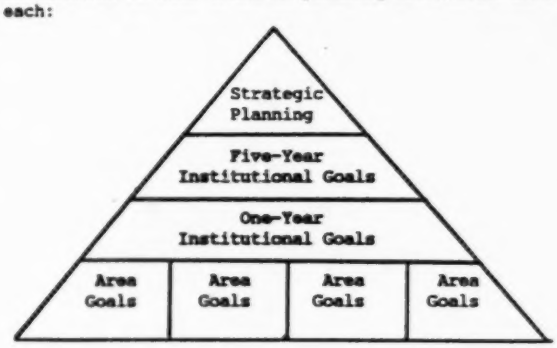
TO: Administrators and Constituency Heads

FROM: Ron Lemme

DATE: March 14, 1989

RE: FY89/90 Institutional Planning Process

The institutional planning process has been modified somewhat, and we are currently in a transition year regarding these efforts. In order to clarify some of the changes, I have attached an updated planning/goals calendar. The calendar covers our planning activities for FY89 (currently taking place) and FY90. We are involved in four tiers of planning activities with broad staff input into each:



Strategic Planning is an on-going process with the emphasis of the activities taking place in the fall and winter. A formal committee process will be formed as needed every four or five years. Currently, due to a strong effort from our Futures Committee, we are nearing completion of the Vision Statement which will set a vision and direction as we prepare to enter the 21st century.

Five-year Institutional Goals will be established this spring after the Vision Statement is formulated. You will receive information on these goals in the near future. The rolling Five-year Institutional Goal document will be modified every other year.

One-year Institutional Goals are established each year in the fall prior to the Area Goal setting process and in support of the Five-year Institutional Goals.

Area Goals are established every other year in the fall in support of the Institutional Goals. There is an opportunity to revise the area goals every year in the spring.

As you can see by the attached calendar, the FY89 Area Goals are due to be revised. You will receive information/instructions on this from the Research and Planning Office next week.

dr

PLANNING/GOALS CALENDAR

JULY	OCTOBER	JANUARY	APRIL	JUNE
FY89				
	• Prepare for strategic planning	• Strategic planning	• Establish 5-yr. Inst. Goals • Revise FY89 Area Goals for FY90	
FY90				
• Establish 1-yr. Inst. Goals for FY91				
	• Establish FY91 Area Goals		• Revise FY91 Area Goals	

PLANNING/GOALS INFORMATION

1. Strategic planning is on-going with a formal process as needed in the fall and/or winter.
   - Identify C.O.D.'s strengths and opportunities
   - Examine the C.O.D.'s mission
   - Develop a vision statement
2. Five-year Institutional Goals will be adjusted after strategic planning. The rolling five-year plan is modified every other year.
3. One-year Institutional Goals will be established each fall prior to the Area Goal setting process and in support of the Five-year Institutional Goals.
4. Area Goals will be established every other year in the fall with revision every year in the spring. Rational for moving Area Goals from spring to fall:
   - Encourages thinking and planning in advance of the budgeting process so the budget does not drive planning
   - Encourages thinking to a further time horizon--beyond the immediate
   - Allows for more opportunity and greater flexibility--the further out you can plan, the more options you have
   - Spreads out the work load throughout the year

dr 3/13/89

ERIC Clearinghouse for Junior Colleges JUN 23 1989